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A research project was designed to explore the present situation and future needs of teaching methodology within the graduate-professional context of theological education. Although there has been a virtual revolution in the development of new techniques of instruction at the university level in recent years, there has been a lack of constructive discussion about graduate-professional teaching. Related to innovative educational experiments, the current student rebellion against all kinds of establishments and their involvement in radical social movements imply an urgent need for total academic restructuring. Two current student trends relate directly to the purposes of theological education - the demand to redefine the educational process as guided self-discovery, and the concern to extend the campus to include its total environment. For the project, a selected number of experimental teaching programs in various kinds of schools and research centers were evaluated. The form of this prospectus consists of a series of theses followed by a random sampling of the kinds of sources which seem relevant. It is contemplated that a full report with recommendations would issue from this research. It seems inevitable that seminaries and divinity schools will require radical restructuring. (Author/JS)

Teaching Methodology and Theological Education

A Prospectus

By Hugh T. Kerr

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Teaching Methodology and Theological Education

A Prospectus

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Preface:

This is a preliminary statement for a research project. It is designed to explore the present situation and future needs of teaching methodology within the graduate-professional context of theological education.

The prospectus is in three parts: first, the neglect at the graduate-professional level of constructive discussion about teaching, with particular attention to the area of theological education; second, in dramatic contrast, there has been in recent years a virtual revolution in the development of techniques and methods of instruction at the college-university level and more especially at the elementary-secondary level; third, related to innovative educational experiments, and perhaps just in time, the current student rebellion against all kinds of establishments and the involvement of many of the younger generation in radical social and political movements imply an urgent need for total academic restructuring.

Among the prospects for a total restructuring of conventional academic patterns, two current trends among students throughout the world relate directly to the goals and purposes of theological education. These two trends are the demand by students to participate in the educational process in such a way as to redefine teaching and learning as guided self-discovery, and the concern to extend the campus to include the community and the total environment.

The research for this project draws upon the investigation and evaluation of a selected number of experimental programs in teaching in various kinds of schools and research centers. It is contemplated that a full report with recommendations would issue from this research and that it would be made available to interested persons, institutions, and such organizations as the American Association of Theological Schools (AATS).

The form of this prospectus will consist of a series of theses, which would require critical examination as part of the research, followed by a random sampling of the kinds of sources and authorities which at this preliminary stage seem suggestive and relevant.

Part I: The Failure of Graduate-Professional Education to Take Teaching Seriously

(1) Graduate-professional education has for many years neglected the subject of teaching, methods of teaching, and teacher training, in spite of the fact that most of the teachers for all levels of education are recruited from these institutions of higher learning.

- "There is no guild within which successful teaching leads to greater prestige and influence than mediocre teaching, nor any professional training program that develops pedagogic skills in a systematic way. Indeed, there is very little knowledge about which strategies work with which students. Under these circumstances it is hardly surprising that a great deal of teaching at both the graduate and undergraduate level is dull and ineffective....those who plan to teach get no specific training for such work....No university we know... collects information on either its graduate assistants or its assistant professors that enables it to make intelligent judgments of their classroom strengths and weaknesses. Nor does any university we know make a systematic effort to supervise beginning teachers or give them help in doing a better job." Christopher Jencks and David Riesman, The Academic Revolution, Doubleday, 1968, (Chap. XII: "Reforming the Graduate Schools"), pp. 531, 537-8.
- "We must restore the status of teaching. Our institutions of higher education have three great traditional functions: research, teaching, and service to the community. The particular function emphasized depends on the institution. The two-year college and the four-year liberal-arts college are concerned chiefly with teaching; the graduate school is more heavily concerned with research; the land-grant university has traditionally placed great emphasis on service to the community. None of these

functions should be slighted. One of them is being slighted today, namely, the teaching function." John W. Gardner, "Agenda for the Colleges and Universities," in Alvin C. Eurich (ed.), Campus 1980, Delacorte, 1968, pp. 1-2.

- "The universities, especially their graduate professional schools, have become pacesetters in the promotion of meritocratic values...This means that they choose professors almost entirely on the basis of their 'output' and professional reputation. Students in the graduate professional schools are selected by similar criteria: by their ability to write good examinations and do good academic work." Christopher Jencks and David Riesman, "The Triumph of Academic Man," in Alvin C. Eurich (ed.), Campus 1980, p. 105; cf. "The rise of meritocracy brings with it what we will call the national upper-middle-class style: cosmopolitan, moderate, somewhat legalistic, concerned with equity and fair play, aspiring to neutrality between regions, religions, and ethnic groups" (p. 97). Note also in The Academic Revolution a tendency of "upward mobility" for all schools is emphasized, which means that graduate-professional schools set the academic standards all down the line.

(2) The emphasis on "research" and "scholarship" at the graduate-professional level has overshadowed teaching, adding incentive to the increasing tendency toward specialization, so that "academic standing" and "intellectual integrity" mean ability to discuss, critically, the views of other scholars.

- "As Northrop Frye, undoubtedly the most influential critic and literary system-builder of the last two decades, has stated in his Anatomy of Criticism, the physicist no longer studies nature but rather physics and therefore, analogously, students do not properly study literature but rather criticism.... more and more the end of scholarship in literature as in other fields is to perfect its own inner and self-contained system." Brian Wilkie, "Literature and the New Learning," Soundings, Vol. LI, No. 3 (Fall 1968), pp. 230, 233.
- "I think we have reached the point at which slogans like 'scholar-teacher' merely darken counsel; there

may have been a time when that was a viable ideal, and doubtless some exceptionally gifted men still incarnate it. But by and large its vogue passes on to the professor the two functions which the university has inherited and which it cannot meaningfully reconcile. The realities of educational practice make it starkly apparent that no reconciliation can now occur except at the expense of teaching." William Arrowsmith, "The Future of Teaching," in Alvin C. Eurich (ed.), Campus 1980, Delacorte, 1968, pp. 132-3.

- As every professor knows, the annual meetings of learned societies and the articles in many technical quarterly journals are prepared by and written for other professors. A common professional pastime is for professors to "exchange monographs," i.e. off-prints of their published articles.

(3) Colleges, universities, and graduate-professional schools insist that they select new members of the faculty as much for their teaching ability as for their research or publications, but the claim is open to question.

- "Shryock, reporting for the United States in a compilation of the status of university teachers in 16 countries (prepared with the assistance of UNESCO), says that while most individual colleges claim that promotions are based primarily on quality of teaching, actually university professors during the past half century have been appointed and promoted largely for their research as evidenced in publications. Teaching ability, he continues, although not ignored, has been a secondary consideration." Hope A. Daugherty, "Appraising College Teachers," Improving College and University Teaching, Vol. XVI, No. 3 (Summer 1968), p. 203; cf. Richard H. Shryock, ed., The Status of University Teachers, UNESCO, 1961, pp. 179-194.
- "Graduate schools have frequently been interested in turning out scholars who can provide the journals with publications, an effort rewarded by administrators and applauded by professors. Yet at least one study by Voeks shows that there is no relationship between publication activity and teaching effectiveness." Gerhard Falk, "The Student Views His Professor," Improving College and University Teaching, Vol. XVI, No. 3 (Summer 1968), p. 195; cf. Virginia W. Voeks, "Publications and Teaching Effectiveness," Journal

of Higher Education, Vol. 33 (April 1962), p. 212.

- "If our universities were interested in education, which is to say in helping the young to grow in self-awareness, it would follow that they would be deeply interested in teaching. They are not. Nothing demonstrates this more clearly than the kind of training Ph.D. candidates get. Almost every doctoral candidate will some day be teaching as well as re-searching and writing in the field of his special choice. But graduate training concentrates almost exclusively on preparing a man for scholarship... We know almost nothing about what does or does not work in a classroom - especially with this generation - and, to put it bluntly, most faculty don't give a damn anyway." Martin Dubermann, "Exploring the Academy," The New Republic, June 22, 1968.

(4) In the general category of graduate-professional education, theological seminaries and divinity schools have likewise avoided serious discussion about teaching methodology, even though repeated self-studies have clearly and insistently urged improvement of teaching methods.

- "The seminaries, along with other types of higher institutions, need thoroughly to inspect their teaching methods. The prevailing methods now in use are the lecture method and the textbook method...both presuppose student receptivity and often allow student passivity rather than demand a large measure of student initiative and activity... much of the teaching where either method is used is dull and uninspiring. It is frequently puerile and intellectually benumbing....These methods both proceed largely upon the assumption that the end of teaching is the imparting of knowledge." Robert L. Kelly, Theological Education in America, Doran, 1924, pp. 54, 55, 224.
- No change could be reported ten years later: "lecturing and recitation are the two most prevalent methods of teaching in theological seminaries." Mark A. May, The Education of American Ministers, Vol. III, pub. by Institute of Social and Religious Research, 1934, p. 148. A "summary and interpretation" of the same data reiterated the theme: "we find that the lecture method predominates in fully two-thirds of the course." William Adams Brown, The Education of American Ministers, Vol. I, 1934, p. 135.

- A series of three volumes, reporting on a "Survey of Theological Education in the United States and Canada," appeared in 1956-57. Prepared under the careful supervision of the late H. Richard Niebuhr and with the cooperation of Daniel Day Williams and James M. Gustafson, these studies also deplored the state of teaching in seminaries but more attention was paid to the need for up-grading the academic quality of theological education. If, previously, seminaries lacked much in academic standing, now "upward mobility" began to exert its pressure.
- "There is in theological teaching today far too much of the 'didactic stance.'....What then is good theological teaching?...The first factor which is presupposed by all the rest is that the good teacher is master of his subject and is able to give this subject and its problems such clarity and shape that the student can find his way into the material and grow in his mastery of it." H.R. Niebuhr, D.D. Williams, J.M. Gustafson, The Advancement of Theological Education, Harper, 1957, pp. 134, 140. In discussing how to make the work of the theological teacher "more efficient," nothing is said about teaching methods, but attention is directed toward better training, academic leaves, membership in learned societies, etc. (Pp. 71-75). The other two volumes, The Purpose of the Church and Its Ministry (1956) and The Ministry in Historical Perspectives (1956), scarcely mention teaching and make no contribution to the subject of teaching methods.
- The Lilly Endowment Study of Pre-Seminary Education, sponsored by the American Association of Theological Schools (AATS) and the American Academy of Religion (AAR) resulted in two volumes which substantially underscored the academic imperative of the Niebuhr, Williams, Gustafson studies, adding a new emphasis on the ministry as "profession," and urging - somewhat out of context - that a fresh look be given to teaching. "Recommendation: That the AATS and the AAR give assistance to experimental methods of teaching at the undergraduate level and in seminary, with special emphasis on life situation material and methods which relate parish research to more traditional materials." Pre-Seminary Education (Report of the Lilly Endowment Study), edited by Keith R. Bridston and Dwight W. Culver, Augsburg Pub. House, 1965, p. 153. By the same editors, cf. The Making of Ministers: Essays on Clergy Training Today, Augsburg, 1964.

- Two reports from the Resources Planning Commission of AATS have appeared in 1968, and while significant advances over previous self-studies of theological education are apparent in these reports, once again the refrain is heard that teaching in seminaries has been painfully slow in moving out from the traditional lecture-type pattern of the past. "In far too much of the work, notably in scripture, theology, and history, the net effect of the current programs is to require students to learn material which has been formulated by others. In other words, the major thrust of the programs is still the transmission of information, and a highly standardized body of information at that... Overwhelmingly, the norm is still the familiar lecture-text-examination system, with a few seminars, colloquia, and supervised reading courses providing decorative relief." Theological Education, Vol. IV, No. 4 (Summer 1968), p. 778. Cf. also Theological Education, Vol. IV, No. 3 (Spring 1968). Both of these important statements will be cited later in another context.

(5) The emphasis in recent years on up-grading the academic quality of theological education has unquestionably lifted seminaries out of their former dependent, and uncritical, subservience to denominational, confessional, and ecclesiastical requirements, but in the process somehow "teaching" has been almost completely ignored.

- The major, and substantial, achievement of the AATS since its founding has been, on the one hand, the redemption of theological education from the category of ecclesiastical trade school, and, on the other hand, the establishment of uniform standards of accreditation, pre-seminary education, admissions, curriculum, degree nomenclature, faculty tenure, library facilities, field work, administration, trustees, etc. Such accrediting associations (cf. the AAUP) tend to take their academic cue from trends in university and graduate education, with upward mobility being the governing principle. While all this may be good and necessary, the discussion of teaching tends to get lost in the scramble for academic respectability.

- The tendency of theological education to defer to general-secular college, university, and graduate education for standards and norms has been accentuated in recent years by the rapid growth of departments of religion in colleges and universities. The emphasis in such departments of religion has been upon intellectual integrity, parity with other departments, rigorous requirements, empirical investigation, objectivity in matters of faith, humanistic approach to religion. An example of this mystique, and an illustration of the sensitivity of teachers in departments of religion (as different from teachers in seminaries), is the recent change in name and format of a well-known learned society. Formerly designated the National Association of Biblical Instructors (NABI), the journal of this association was titled The Journal of Bible and Religion; now it is the American Academy of Religion (AAR), and the house organ is The Journal of the American Academy of Religion.

(6) There are some signs here and there that theological education may be moving beyond a too self-conscious concern for academic equal standing with college and university norms. There are hints that theological education needs not so much "quality education" according to the standards of graduate research but rather a total restructuring of curriculum and program in view of the radical movements now raging in colleges and universities. Though as yet largely unexplored, these intimations of revolution (as different from renewal) are coming from students as well as from educators, with perhaps the quantitative weight very much on the side of the former.

- Mention has been made of the two issues of Theological Education (Spring and Summer 1968) with reports from the AATS Resources Planning Commission. While much in these reports continues the plea of academic gamesmanship, the general drift of the proposals moves inescapably toward a completely new situation.

- A blueprint for a center-nucleus-cluster model for theological education in the 70's indicates the kind of radical proposals now being seriously considered. Conventional curricular patterns would be transformed both academically and with reference to community projects so that the traditional teacher-subject approach would be eliminated in favor of a student-directed motif. Inevitably, in any such schema, innovative experiments in teaching methods would also be required. "The Core program [for 'Level II,' i.e. the basic theological curriculum] does not follow the usual pattern of lectures, examinations, etc., but it is built instead around a small grouping of ten to twelve persons who focus their attention on contemporary human problems The Core group would be structured quite differently from the traditional seminary course. It would be more largely student directed, working ordinarily through a steering committee of several students, the nucleus professor involved, and outside resource persons...The professor is best designated as 'coordinator.'" Theological Education, Vol. IV, No. 3 (Spring 1968), pp. 684-5.
- Both the ecumenical reality and the pluralistic challenge of today push theological education away from traditionally parochial contexts toward fresh cluster and cooperative experiments, and these will demand a rethinking of older methods of teaching. "Theological education today is suffering from a serious and prolonged deficit of research and development activities directed toward finding new programs, methods, and settings for ministerial and priestly education, and toward the adaptation of techniques already tested in other types of professional education. There are too few models for changes because there is too little experimentation. Serious and sustained cooperative efforts are long overdue." Theological Education, Vol. IV, No. 4 (Summer 1968), p. 784.
- A preliminary run-through of answers given by seminaries to a test questionnaire indicates a wide variety of experimental teaching programs. "Are any members of your faculty now involved in teaching experiments of any kind that differ from the conventional lecture and seminar methods?" Several noted experiments in team teaching, case

studies, group dynamics, clinical training, Protestant-Roman Catholic dialogues. A very few were trying dialogues with community and urban leaders and representatives, and about the same number (4 or 5) were seeking to involve students in the decision-making processes of curriculum, etc. While this is not reassuring as to the possibility of a new day in theological education so far as teaching experiments go, it is important to note that a large number of seminaries indicated real interest in the matter and suggested that their faculties were studying the question. To be evaluated in more detail at a later date, the questionnaire was sent out by Hugh T. Kerr to 107 seminaries of all kinds in the U.S. and Canada; to date 66 replies have been tabulated.

- A clear call for the radical reversing of the priorities in theological education comes from a World Council of Churches report from the Consultation on Theological Education, Northwood, England, July 24-29, 1967. "The aim of the entire educational process is the personal development of the student as a Christian.... whereas much past theological education concentrated on the historic faith and then attempted to relate this to contemporary society, future theological education may reverse this order of priority, beginning with the contemporary experiences of the student and then exploring the insights Bible and traditions as these bear on the present." Theological Education, Offprint from Study Encounter, Vol. III, No. 4, World Council of Churches, 1968, pp. 9, 18.

(7) Although theological education has only begun to explore new forms of teaching, innovative experiments from the elementary and secondary school level up to college and university are commonplace and of long standing. (Two pressures, not currently present on the campuses of seminaries, have pushed general education toward new forms of teaching: first, the student rebellion at the higher educational levels which, among other things, questions to the point of repudiation many of the

traditional academic conventions, and, second, the development of technological multimedia devices of many kinds which make "programed" instruction easily available, especially at the lower educational levels. Both of these will reappear under Parts II and III below). The following citations relating to the recognition of the importance of teaching are only a few of scores that could be listed.

- "The major problems and challenges facing the colleges and universities....First, we must restore the status of teaching." John W. Gardner, "Agenda for the Colleges and Universities," in Alvin C. Eurich (ed.), Campus 1980, Delacorte, 1968, p. 1.
- The Woodrow Wilson National Fellowship Foundation (headquarters in Princeton, N.J.) awards fellowships to 1,000 prospective first-year graduate students who express their intention to engage in college teaching.
- The Danforth Foundation (St. Louis, Mo.) has a long history of financial assistance for programs related to college teaching.
- The Union for Research and Experimentation (with headquarters at Antioch College, Yellow Springs, Ohio) is an association of 10 small experimental colleges involved in Project Changeover which brings 60 college teachers to a summer workshop where they study current developments in higher education and plan an actual experiment in teaching.
- The Carnegie Institute of Technology (Pittsburgh, Pa.) has inaugurated an Education Center for an advanced doctor's degree for teachers who do not elect either research or educational methods programs.
- The Paul Moore Memorial Fund at Yale University is providing scholarships for faculty members to experiment with course materials and new teaching methods.

- The projected new Hampshire College in western Massachusetts envisions "a stress on the central role of the teacher."
 - Even "teacher-training" education, once frowned on by the more elite academic educators, is undergoing vast changes and re-evaluating the teacher. See e.g. Harold Taylor, The World and the American Teacher, The American Association of Colleges for Teacher Education, 1968.
 - The most ambitious and extensive program for experimentation in teaching is sponsored by the U.S. Office of Education through the National Defense Education Act. Now 10 years old, more than 2½ billion dollars have been invested in student loans, instruction in critical languages, graduate fellowships, counseling, foreign language development, communication media, technical education, science information service, institutes for advanced study, and statistical services. As an example, Research in Education, published monthly by the Educational Resources Information Center (ERIC), Washington, D.C., as a service of the U.S. Department of Health, Education, and Welfare (HEW), describes hundreds of educational teaching experiments at all levels, in all kinds of schools, all across the country.
 - A selective inventory of what is happening in general education all along the line would in itself be a valuable adjunct for future planning in the area of theological education. It is a safe conjecture that most teachers in theological schools have no idea whatever of what is being tried in teaching methods in general education. As is the case with other graduate-professional schools, theological seminaries tend to be less innovative and more resistive to change than other educational levels.
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Part II: Experiments in Multimedia

(8) Although new forms of teaching methods at the graduate-professional level are just beginning to appear, there has been for some years an extensive and vigorous experimentation of multimedia programs at other educational levels. This openness to new methodology is related to several obvious cultural factors which are changing our whole concept of education, teaching, learning, the classroom, the school, and the campus.

- Some of the factors involved in new teaching experiments are: (a) the population explosion which dramatically increases the number of under-25-year-olds (now 52% of the U.S. population) who make up the school generation (the number of teachers and the building of new schools are not increasing at anything like the same rate); (b) the financial costs of education are rising rapidly, particularly at the college, university, and graduate levels. (For theological education, e.g., "The cost [for the seminary] of merely staying alive, of conducting business as usual, without making any changes in the existing programs, will at least double again in the next decade....the cost of educating a minister in a Protestant seminary today has become one of the highest per student costs in professional education." Theological Education, Vol. IV, No. 4 (Summer 1968), pp. 794f); (c) the sheer bulk of information requires fresh methods for dealing with this overload since it is no longer possible to master everything about anything; (d) as Marshall McLuhan has shown, this is a post-Gutenberg, TV generation for whom the linear sequential ways of learning have been abandoned in favor of personal involvement and intensity of experience; (e) students want to be free to study at their own rate of learning and to discover for themselves the meanings of truth and reality, and this makes

the traditional classroom, with assignments, recitations, essays, exams, and grades irrelevant and obsolete; (f) teachers want to be free from the tedious routine of information-oriented instruction so they can guide students in self-discovery and give more personal attention to them as persons. "The combination of exploding costs, enrollment, and knowledge makes the development of new approaches to education absolutely necessary, or the quality of education will suffer." P.H. Rossi and B.J. Biddle, The New Media and Education, Aldine, 1966, p. 74.

(9) New forms of teaching within traditional patterns, such as team teaching, simulation games, student directed seminars and research, film making, etc., are varied and imaginative, but the most publicized approach in recent years has been by way of electronic instruction devices, such as films, slides, tape recorders, videotape, amplified telephone, televideo, teaching machines, closed circuit TV, informational retrieval computers, dial access consoles, and many other variations.

- Typical of the literature (1) on this subject is Rossi and Biddle, The New Media and Education, cited above. "There still remains a tremendous gap between the developing scientific technology outside the school and the exploitation of that technology within the classroom....In dollar volume, phonograph records already outsell all trade books published in the United States; tapes may before long outsell all textbooks....We are on a new frontier." (Pp. 75, 378, 84).
- Audiovisual Instruction is a nationally circulated journal with articles, information, and descriptions of new equipment (published monthly by the Department of Audiovisual Instruction, DAVI, of the National Education Association, NEA, Washington, D.C.). Research in Education (published monthly by the Division of Information Technology and Dissemination, Bureau of Research, Office of Education, U.S. Dept. of Health, Education, and Welfare, Washington, D.C.) lists multimedia experiments at all school levels. The ERIC (Educational Resources Information Center) Clearinghouse at the Institute for Communication Research, Stanford University, California, collates and distributes

information on educational media and technology. There are dozens of other such multimedia sources.

- The electronic commercial companies have understandably accelerated the multimedia approach. RCA, IBM, AT & T, Eastman Kodak, American Seating, Hudson Photographic Industries, and hundreds of others are regularly listed in such organs as AV Guide (monthly, Chicago, Ill.). The National Audio-Visual Association, Inc. (NAVA), is an organization of businesses commercially engaged in the multimedia industry. (Holiday Inn Magazine, July 1968, notes that 25 selected Holiday Inn conference rooms will be equipped with closed circuit videotape outlets for conference group meetings!)

(10) The following unorganized and unevaluated list represents a random sample of schools where educational multimedia experiments of various kinds are now in process:

- Providence College, R.I.; Goddard College, Plainfield, Vt.; North Reading (Mass.) Public Schools; Boston University School of Education; West Hartford (Conn.) High School; Tufts College; Centennial School District, Warminster, Pa.; Columbia Teacher's College; Fordham University; Catholic University, Washington, D.C.; Northern Valley Regional High School, Demarest, N.J.; New York University; Pennsylvania State University; Mater Christi High School, Astoria, Queens; Princeton University; Johns Hopkins University; Georgia State College; Nova Schools, Boca Raton, Florida; Vero Beach (Florida) High School; Daytona Beach (Florida) Junior College; Florida Atlantic University; University of Alabama; Miami University; Jackson State College; University of Texas; University of Houston; Stanford University; San Diego State College; Irvine Campus, University of California; Reed College, Portland, Ore.; University of California at Berkeley; Pacific High School, Palo Alto, Cal.; Mt. San Jacinto Junior College, Hemet, Cal.; University of Michigan; Stephens College, Columbia, Mo.; Michigan State University; Illinois University; Loyola University, Chicago, Ill.; Chicago City Junior College; University of Wisconsin; University of North Dakota; University of Omaha; Northwestern University; Antioch College, Yellow Springs, Ohio; Indiana University; Scarborough College, Ontario; etc., etc.

- Seminaries and divinity schools: Concordia; Immaculate Conception; New York Theological; Berkeley Baptist; Howard; Colgate-Rochester; Bethel; Berkeley Conn.; Austin Presbyterian; Hamma; Gordon; Evangelical Naperville; Episcopal Southwest; Goshen; Wartburg; McGill; North Park Chicago; Lexington; Saint Meinrad; Southern Baptist; Queen's Ontario; St. John's; Weston; New Brunswick; Asbury; Philadelphia Lutheran; Emmanuel; McMaster; Knox; Eastern Baptist; Bethany; Woodstock; Lutheran South Carolina; Western; Luther St. Paul, Minn.; Union Virginia; Emory; Nashotah; Pacific Lutheran; Evangelical Lutheran Columbus; United New Brighton, Minn.; Luther St. Paul, Minn.; Lancaster; Harvard; California Baptist; Seabury-Western; Iliff; Sewanee; New Orleans Baptist; McCormick; Chicago; Virginia Union; Vanderbilt; Claremont, etc., etc. (Most of the media use in theological education is limited to tape recordings in homiletics and teaching machines for the Biblical languages; very few seminaries are experimenting with multimedia in the standard courses of Biblical, historical, and doctrinal theology).

(11) Some educators believe that the future definitely lies in the direction of the full use of multimedia electronic facilities even to the rethinking of the architecture and arrangement of campus buildings.

- "Techniques of teaching and instruction will generally reflect the changed curricular emphasis and the tremendous technological development of aids to instruction. While few colleges will have attempted to base the bulk of their effort on the use of technology, most will have adopted a number of devices for specific problems. And professors finally will generally have overcome the subconscious fear that the machine would replace the human." Lewis B. Mayhew, "The Future Undergraduate Curriculum," in Alvin C. Eurich (ed.), Campus 1980, pp. 213-4.
- "No longer will faculty members spend class time giving factual information or attempting to

discover what facts students have accumulated. It will be up to the students to acquire, outside class, all the data upon which to base understanding. Resources will be at hand in books, taped lectures, films and filmstrips, records, photographs, programmed texts, and computerized programs. Large regional libraries will form a network with computer systems for storage and retrieval of data, and transmittal systems that will make it possible for a student to get rapid access on his own campus to information available any place in the country." Elizabeth Paschal, "Organizing for Better Instruction," in Campus 1980, pp. 223-4.

- The projected new Hampshire (Mass.) College will focus its modular units on a central resource center (library) and by coaxial cable "information transfer" will be facilitated wherever and whenever students and faculty determine. "It should make the educational process more flexible by making access to material easier and by making it duplicable and repeatable on command; and it should relieve teaching of repetitive, time-consuming tasks that are better and more cheaply done by electronic-mechanical means." The Making of a College, p. 166.

(12) Not everyone by any means is ecstatic about electronic multimedia instruction! Teachers at all grades are notably reluctant to consider radical changes in their methods. Some educators think that electronic aids will soon run their course and fade away. Some question the intrusion of commercial interests into education. "Program(m)ed" instruction is a controversial subject wherever teachers gather.

- "The problem of technology in education is the same as that of technology generally: can it be controlled? If left to themselves, the new devices will extend training, rote learning, entertainment, and the transmission of information,

for these are the objects they can most easily accomplish. They will diminish the attention given to reasoning and judgment, because these are aims to which it is hard to adapt them. They will reduce discussion, because of the difficulties of talking back to machinery." Robert M. Hutchins, The Learning Society, Praeger, 1968, p. 82.

- "Virtually all of the approximately eighteen courses in film study I have seen are structured much like any literature course. In fact the analogy to literature is apparently irresistible. Invariably film teachers see their field as literature's handmaiden. Attention to historical development, comparisons within genres, forms, levels of meaning take precedence; in short, the 'critical approach' prevails....Film can be used successfully only if it is structured like the mass media; it cannot be taught as a way to return people to books." Herbert Ostrach, "Now Let's Take the Fun Out of Films!", reprint from Media and Methods, n.d., pp. 1, 2.
- "The application of the high-speed digital computer to information storage and retrieval will beyond any doubt produce a major revolution in libraries, just as it is doing in other fields....[But due to the complications involved, it is recommended] that the Princeton University Library make no major effort for the present to adopt a system for the computer-based storage of the intellectual content of the Library." William S. Dix, Annual Report of the Librarian, Princeton University, 1966, pp. 7, 27.
- "The new media are not miracle drugs for an ailing educational system...they are tools of great potential power for teachers and administrators. They offer an uncommon opportunity, if used efficiently and appropriately, to help education go further, do more, and do it better." Review in AV Communication Review, Vol 16, No. 3 (Fall 1968), pp. 330-1, of The New Media: Memo to Educational Planners, by W. Schramm, P.H. Coombs, F. Kahnert, and J. Lyle, International Institute for Educational Planning, UNESCO, Paris, 1968.

(13) Electronic multimedia instruction has not developed significantly in theological seminaries, but some experiments are being tried and there appears to be increasing interest in what might be done in this area. At the moment, there is

no agency or association through which individual efforts might be coordinated. It is not even easy to discover what in fact is being tried.

- The American Academy of Religion (AAR) has for some time reported as news items in its Bulletin such programs as an audio-visual course on Asian religions, a film series on Indian rites, a religion and film seminar, records of dramatic readings from the Bible, etc.
- The Union of American Hebrew Congregations (UAHC) rents a series of videotapes on the Ten Commandments, "Legacy of Light."
- The Audio Visual Resource Guide, published by the Department of Educational Development of the Division of Christian Education, National Council of Churches, contains in its more than 500 pages a very complete listing and evaluation of church-related, religious, and devotional AV materials of various sorts.
- If there is a future for electronic instruction in theological seminaries, a beginning could be made by some such agency as the AATS in providing:
(a) a select inventory of recommended materials;
(b) provision for videotapes of basic informational courses in Biblical, historical, and doctrinal theology; (c) a possible future library retrieval center designed for national availability.

(14) Electronic instruction is of course not the only new form of teaching methodology to appear, and in the specialized field of theological education it may not even be the most promising. At the moment it seems to dominate educational discussion simply because the "hardware" is so obvious and so publicized. The wistful expectation that mechanical gadgets can solve metaphysical problems is typically American. But however cautious, theological education should be alert to what is happening in multimedia laboratories. In the meantime,

without recourse to teaching machines, certain other kinds of experiments are quietly being tested.

- An account of an experimental seminar, "History 308: American Radicalism," at Princeton University is described by the instructor, Martin Duberman, in "An Experiment in Education," Daedalus, Winter, 1968, pp. 318ff. The seminar had no required reading, no papers, no set format, and no grades. The instructor urged the students to do their own research, helping them with suggestions if they asked for assistance. At the end of the semester, many agreed that it was the best intellectual experience in their college course. Mr. Duberman, in his report, shares his anxieties about the seminar, e.g., the pressure for him to conduct group therapy, the difficulty of students by college age to break out of previously learned habits of study, etc.
 - Goddard College, Plainfield, Vt., is a small private, coeducational, liberal arts school, founded in 1938. It describes itself as believing that individuality and freedom arise from independent membership in human society. It practices "learning by doing" and regards no activities as extracurricular since all are a part of the learning process. Much work is done in independent studies planned by the student. Other work is done in community service projects. In the middle of each semester, several days are set aside for a conference for all students and faculty on some basic issue of contemporary interest.
 - In Theological Education, Vol. IV, No. 3 (Spring 1968), there is an account of an experimental seminar conducted by Ross Snyder at Chicago Theological Seminary which made use of non-verbal communication as well as free form discussion groups. "Present day students - on the whole - are violently uninterested in anything that is mere busy work or a droning repetition of the past, or receiving a packaged, finished product that leaves no spaces which it is theirs to make and colonize. They are desperately hungry to be, to escape from impotence, anomie, dead ends, old time. They need freedom to learn, to appear, to produce; education for them cannot be seen as doing assignments and papers for a teacher, learning and studying for exams." (P. 723).
 - This type of experiment in teaching leads to Part III.
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Part III: Education for the Student in the World

(15) The technical development of electronic instructional devices, coupled with the knowledge and student explosions, may promise a new day for teaching methodology. But the multi-media approach, to be constructive, will need to be correlated with other, more subtle and profound, changes that are taking place in the current critique of the traditional educational enterprise.

- Even the most advanced electronic hardware may be no more than another lecture method. "In spite of all we hear about educational change - about new teaching techniques, new programs, exciting new materials - the most significant development in education has been the triumph of the oldest schoolroom method of all - the lecture method. Programmed textbooks, televised lessons and team teaching are just ways of lecturing to students." John Rouse, "Lecture Me No Lesson," reprint from Media and Methods, n.d., p. 1.
- There is a growing impatience with the conventional teacher-as-instructor image. "Though there undoubtedly are some excellent teachers in every American college or university, the fact remains that higher institutions are excessively tolerant of professors who are totally incompetent as teachers...Every university harbors some professors who are unfamiliar with any teaching technique except the straight lecture, ...the need for the lecture as a means for disseminating factual information was outmoded some four centuries ago by the invention of movable type." Paul Woodring, "A View from the Campus," Saturday Review, Aug. 17, 1968, p. 52.

- "Entirely too many professors in graduate school are interested only in the kind of teaching which produces more professors in graduate schools." Harold Howe II, New York Times, Apr. 27, 1968. A senior about to graduate notes: "The faculty must stop trying to teach all students as though they were future scholars."
- Although at the moment the world-wide student protest movement has directed its most vigorous invectives against administrators and trustees, it may be that the next stage will involve the faculty and the curriculum format. Many of the hard-won victories of faculty members for higher standards of admission and course work, the standardization of term papers, comprehensive exams, and doctoral dissertations could conceivably be wiped out overnight by a student generation that couldn't care less for accrediting associations, teachers' tenure, or all the other academic paraphernalia so carefully accumulated over the years.
- It is just possible that what faculties have thought most important for the insurance of quality education may be repudiated by the very students who were supposed to benefit most.
- For many students today, education is dangerously allied with government money and big-business corporations. Thus the suspicion grows that whatever its pretensions of freedom, education tends to support those irreformable establishments most reviled by the younger generation today.

(16) There are suggestions from many sides these days that the priorities of the conventional educational establishment, what might be termed the traditional academic assumptive world, must be radicalized.

- "Educational procedures are undergoing dramatic changes" from memory learning to inquiry; from graded to non-graded; from class schedules to independent study; from kitchen-type classrooms to living spaces; from the school in isolation to the school in the community. Report of a

speech by Ole Sand, Center for the Study of Instruction, NEA, Audiovisual Instruction, June-July, 1968, p. 573.

- "Intelligent students of today are more likely than their elders to understand Freud's proposition that to a degree we are all irrational; and they are increasingly confronted by evidence of this: wars, riots, smoke-ins, be-ins, and various Quixotic movements, violent and non-violent...A profusion of books, films, plays, and surrealist art is concerned with themes from man's underworld, in the manner of Hieronymus Bosch, Blake, the Marquis de Sade, Baudelaire, and Kafka...And these works are at once enlightening and disturbing: enlightening in so far as they stimulate the wish to achieve understanding and rational control of powerful destructive forces in others and in one's self; disturbing because they dramatize the primitive power of desire to defy the restraints of reason and the logic of the mind." Louis E. Reik, "Today's Student and the College Psychiatrist," Princeton Alumni Weekly, Dec. 5, 1967, p. 26.
- "Put simply, education is one's encounter with reality; it is the process of discovering, transmitting, interpreting, developing, and trying out ideas about the world as it has been, as it is now, and as we might make it. For the individual, education should be directed towards both developing his particular creativities and enabling him to understand and cope with (accept and/or change) reality...Education would be concerned with helping students to gain clarity about society and to develop their own analysis of the world...Most of our education is meant to justify the society as it is, and to suggest ways in which the student can adjust to his role in it, not to a role in changing it." Charlotte Bunch Weeks, "The Student and the University of the Future," Student World, No. 2, 1968, p. 135.

(17) The most obvious and far-reaching shift in educational perspective is the abrupt transition from a teacher-topic to a student-discovery orientation. The seven-year-old's definition

of education as "How kids learn stuff" is as good as any, but the accent today is on the student's self-discovery rather than the teacher's organization of information which the student is supposed to learn. "We are entering the new age of education that is programmed for discovery rather than instruction" (M. McLuhan).

- "The only learning which significantly influences behavior is self-discovered, self-appropriated learning." Carl R. Rogers, "Personal Thoughts on Teaching and Learning," Harvard Conference, Apr. 4, 1952. "Learning depends upon what the learner does. This involves how he perceives, how he thinks, how he feels, and how he acts. There can be no learning unless he responds in some way." T.E. Clayton, Teaching and Learning, Prentice-Hall, 1965, p. 45. "What is essential is to realize that children learn independently, not in bunches; that they learn out of interest and curiosity, not to please or appease the adults in power; and that they ought to be in control of their own learning, deciding for themselves what they want to learn and how they want to learn it." John Holt, How Children Learn, Pitman, 1968, p. 185. "Significant learning takes place by experiencing, feeling, exploring, practicing rather than by rote." Benjamin Spock, Newsweek, Sept. 23, 1968, p. 70. "Learning is something people do for themselves." John Culkin, "Education in a Post-Literate World," reprint from Media and Methods, n.d., p. 2.
- For theological education, it has been suggested that ways and means be found so that the student can discover "the way in which he understands the world: his myths, ideologies, and perspectives. In this process the emphasis is upon dialogue, self-understanding, awareness, and sensitivity." Theological Education, Vol. IV, No. 3 (Spring 1968), p. 681.
- "The aim of the entire educational process is the personal development of the student as a Christian." Theological Education, World Council of Churches, 1968, p. 9.

(18) The significance of the shift to student-centered education is only beginning to emerge, but a wholly new understanding of teaching and learning seems inescapable.

- "Much education today is monumentally ineffective. All too often we are giving young people cut flowers when we should be teaching them to grow their own plants. We are stuffing their heads with the products of earlier innovation rather than teaching them how to innovate. We think of the mind as a storehouse to be filled rather than as an instrument to be used....Our educational purposes must be seen in the broader framework of our convictions concerning the worth of the individual and the importance of individual fulfillment." John W. Gardner, No Easy Victories, Harper, 1968, pp. 68, 72.
- "The colleges and universities [should] be re-organized to give students responsibility for conducting their own education, for developing their own study projects, for teaching themselves The main emphasis should be placed on making students responsible for teaching themselves and each other." Harold Taylor, The World and the American Teacher, 1968, pp. 292, 303.
- "With the wealth of books, articles, films, tapes, and other sources of information now available, it seems to me the main function of the college professor, as teacher, becomes not one of dispensing knowledge in the classroom but one of motivating, encouraging, and helping the student to make effective use of this cornucopia of knowledge. His most challenging responsibility is that of helping the student learn how to learn. Becoming efficient in the process of learning on one's own is at the heart of the educational process." Clarence Leuba, "Student-Led Discussion Groups," in Approach to Independent Study, U.S. Dept. HEW, 1965, p. 60.
- "Research has demonstrated that students can acquire information as well without the personal intercession of an instructor as they can with it. Since teaching machines appear to inform students as effectively as some instructors do, and since television can inform more students than a teacher can in a conventional classroom situation, professors are bound to wonder

about the desirability of teaching that is primarily or even exclusively informational.... Good teachers can be freed to teach rather than to instruct or tell." Winslow R. Hatch, Approach to Teaching, U.S. Dept. HEW, 1966, pp. 5, 35.

- The current concern for the student-as-person would seem to present a providential opportunity for theological education to underscore the Christian conviction that people are more important than principles. So far, there is little evidence that seminaries - in their teaching methods - incarnate this attitude more than other types of educational institutions.

(20) If the new interest in learning as guided self-discovery would seem to encourage subjectivity and thus turn the whole educational enterprise outside in, another concurrent but opposite trend seeks to drag education out into the world by making the community the campus.

- "The campus and society are undergoing a somewhat reluctant and cautious merger, already well advanced. MIT is at least as much related to industry and government as Iowa State ever was to agriculture. Extension work is really becoming 'lifelong learning!' ...Television makes it possible for extension to reach into literally every home; the boundaries of the university are stretched to embrace all of society. The student becomes alumnus and the alumnus continues as student; the graduate enters the outside world and the public enters the classroom and the laboratory." Clark Kerr, "Conservatism, Dynamism, and the Changing University," in Alvin C. Eurich (ed.) Campus 1980, p. 313.
- "Consider our most grievous domestic problems - the cluster of interlocking problems centering around poverty, the cities and the Negro. One would like to think that the universities have been the primary source of intellectual stimulation and enlightenment on these issues. One would like to think that university research on these matters had laid the

basis for significant action. One would like to think that university people had played a key role in formulating the public policy alternatives, and in suggesting the factual or value considerations involved in each alternative. Unfortunately, this is far from the truth." John W. Gardner, No Easy Victories, Harper, 1968, p. 87.

- The contemporary college or university should be "an institution for the development of social and cultural change." Harold Taylor, in an address at the International Philosophy Year forum, Brockport College, N.Y., 1967.

(21) It might be imagined that theological education would be peculiarly sensitive to the campus-community formula now seeking expression because of the emphasis in recent years on field work, practical theology, and the notion of the church-in-the-world. But the more radical implications of all this for seminary curriculum and classroom require fresh and creative evaluation.

- "I am persuaded that the greatest achievement of the Fourth Assembly of the World Council of Churches at Uppsala is to have turned the churches away from introspective ecclesiasticism and to have thrust them into an irreversible confrontation with the contemporary world. The key words and emphases at Uppsala (development, economic assistance, the Third World, racism) show clearly where the major attention of churchmen needs to be focused for the decade ahead." Robert McAfee Brown, "The Lessons of the Assembly," Christianity and Crisis, Sept. 16, 1968, p. 205.
 - If the church needs to take the world more seriously, then a fortiori theological education.
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Epilogue as prologue:

As a project for research, this prospectus does not offer conclusions since most of the assertions need testing and further inquiry. Careful evaluation of representative innovative educational programs of all kinds should be a first step in the research. Special attention would be given to theological education, both as it relates to what is happening in general higher education and with reference to its own distinctive purposes.

If the current concern for education as student-centered and student-directed emerges as a promising pointer for tomorrow, then theological education ought to bring to this development its own specifically Biblical, theological, and Christian insight. Similarly, the different but interlocking concern to relate the campus to the larger community also deserves theological, as well as educational, imagination.

Whatever new forms church, ministry, and theological education may take, it seems inevitable that seminaries and divinity schools will require radical restructuring. In the new situation that is so rapidly developing, a new look at the nature and purpose of teaching within theological education will demand increasing and substantial attention.
